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MINIMUM  
ESSENTIALS  
IN ENGLISH

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PH.B., A.M.



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MINIMUM ESSENTIALS  
IN ENGLISH:

A TEXTBOOK

*For Grades from Seven  
to Twelve.*

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BY

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IN

CENTRAL HIGH SCHOOL  
MUSKOGEE, OKLAHOMA

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## PREFACE

I am indebted to Richard J. Tighe, Superintendent of Schools in Muskogee, Oklahoma, for the privilege of trying out, in actual classroom work, the Minimum Essentials in Composition in this book, in connection with the Marking System shown and for valuable criticism of parts of the material. I am indebted to Miss Bessie M. Huff, teacher of Journalism, for constant sympathy and help; to Mrs. E. Lee Patterson, Misses Leone Grigsby, Edith Rowland, Mary Murdock, Mary Huffaker, Pearl Middlebrooks, Pearl Buchanan, Elizabeth Bonnell, Byrd Shelton, Mrs. V. C. Looper—teachers in the Department of English, 1920-1922, and to the pupils of the High Schools of Cheyenne, Wyoming, and Muskogee, Oklahoma, for their hearty cooperation in all the experimental work.

CATHRYN ROSANNA GOBLE.

Muskogee, Oklahoma, 1922.

MINIMUM ESSENTIALS IN ENGLISH  
IN  
JUNIOR AND SENIOR HIGH SCHOOL

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**Introduction.**

The course of study offered in the following pages is based on two big general principles. The first of these principles is, that correct writing and speaking of English must be made habit; the second is, that rapid reading of the printed page and clear understanding of what has been read must be made habit.

In order to make the correct writing and speaking of English possible as a habit—

The number of rules of grammar and rhetoric for each semester should be limited to the number that can be mastered in that semester by the pupils.

These rules of grammar and rhetoric should be arranged in order of their initial value to the pupils; that is, the rules of the first semester should afford foundation for the rules of the second semester, etc., etc.

A simple, definite, objective system of marking mistakes in the application of these rules in writing and speaking should be used.

In order to make the rapid reading of the printed page possible and the clear understanding of what has been read possible, as a habit—

The number of books to be **studied** each semester and the number of books to be **just read** should be made to fit the time, at the disposal of the pupils, for such work.

The pupils' understanding of this reading—in both the books **studied** and the books **just read**—should be tested by questions that bring out the clearness or the weakness of such understanding.

The rapidity of the pupils' rate of reading should be gradually increased semester after semester.

**Explanation of Terms.**

**English**—is the name given to the language of the United States. It includes Composition, Literature, and Expression.

**Divisions of English.**

**Composition**—is the constructive side of English work; that is, it is the forcing of the written or oral sentence to make clear the writer's or the speaker's thought. Under it written and oral English are taught.

**Literature**—is the collection side of English work. Under it the splendid constructive work of some writers in preceding periods in the history of the nation is taught. Under it, also, the manner of collecting material for constructive work that is done in Composition is taught.

**Expression**—is the interpretative side of the English work. Under it the ability to speak before an audience is developed. The voice,



the face, and the entire body are trained to convey the speaker's meaning. Expression motivates the oral Composition; and it makes the printed page come to life before the pupils.

### Terms Used Under the Above Divisions.

**Minimum Essentials**—are the principles in every piece of written and oral Composition that should be used correctly from habit.

**Objective System of Marking**—is a system that may be applied to all written and spoken work by all teachers in the same way each time application is made.

**Required Literature**—means the books or the selections from books that all pupils must study in any semester's work.

**Supplementary Literature**—means a list of books from which each pupil may choose the one, two, or three books the requirement demands, that he desires to study for class work in any semester.

### Explanation of Minimum Essentials.

The Minimum Essentials in this course of study are spelling, pronouns, verbs, sentences and paragraphs in written work; and pronouns, verbs, sentences, and paragraphs in oral work. Spelling needs no explanation. The correct use of pronouns requires two things: the antecedent of each pronoun—except the forms of the first person singular—must be expressed; and each pronoun must agree with its antecedent. The correct use of the verb requires three things: the correct form of the verb must be used; the correct tense of the verb must be used; and each verb must agree with its subject. The term sentence means, correctly written simple, complex, or compound sentence; and it means, further, a sentence that contains but one central idea. The term paragraph means a unified paragraph the sentences of which follow the principle of coherence. The Minimum Essentials, as the following course shows, are carefully distributed among the different semesters of the high school course from Seventh grade through the Twelfth in order that they may be mastered semester by semester. This distribution is based on ten years of careful experimental work—three of which have been in Muskogee. The Essentials are worked out through the four great forms of discourse—narration, description, exposition, and argumentation—by means of projects.

#### 1. Plan of Marking.

If, however, the Minimum Essential plan in Composition is to mean any more than dozens of other plans of like nature have meant, it must have in support of it a system of marking that is a help. This system of marking must be so simple and definite and objective that all teachers will, under it, be able to give the same value in any semester to the same mistake. Further, the system of marking must be severe enough to make pupils actively interested in the reduction of errors in their themes and in all written and spoken work. The marking system must be to the Minimum Essentials what the enacting clause is to a law passed—the teeth. The following is in force in the Muskogee Central High School now. The pupils have improved splendidly under it.

A pupil who makes no mistakes in the Minimum Es-

entials in written and oral themes is given, for each such theme a grade of A.

A pupil who makes one mistake in the Minimum Essentials in written and oral themes is given, for each such theme a grade of B.

A pupil who makes two mistakes in the Minimum Essentials in written and oral themes is given, for each such theme a grade of C.

A pupil who makes three mistakes in the Minimum Essentials in written and oral themes is given, for each such theme, a grade of D.

D is the lowest passing grade; therefore, more than three mistakes in the Minimum Essentials in written and oral themes make possible no more than a grade of E.

## 2. Value to Teachers and Pupils.

Teachers of English will teach well under the above system of marking for they have definite principles to teach and these definite principles are not only distributed among the different semesters of the high school course but they are marked at the same value by all teachers at all times. When the pupils know, a passing grade in Composition, depends on the absence of these errors from their compositions they will work to master the correct forms. The burden of work is thus shifted in part from the teacher to the pupils. The Minimum Essentials for each semester in Composition are shown in the description of the work in the Course of Study.

### Purpose of Literature Work.

In Literature the required reading books are studied first, to create in the minds of the pupils a taste for good books, and second, to establish a good rate and comprehension in reading. The Supplementary reading books are read for the rate and comprehension only. The tests in Literature are fact tests that contain little composition work and that may be marked definitely.

### Extent of Expression Work.

Expression is given this year nine weeks to each pupil in the eighth grade and to as many other pupils as the time in the day makes possible. It is given to all ninth grade pupils for six weeks. There are, in the senior high school, in addition to the Expression work in the ninth grade, two regular classes in Expression all semester.

### Make Up of Semester Grade.

The grades made by each pupil in Composition during the semester together with the average of the grades made by each pupil in Literature and the teacher's estimate of the value of each pupil's work in class are combined in the Semester Grade as follows:

- I. The average of grades in Composition during the semester shall constitute one-half of the semester grade;
- II. The average of the grades in Literature during the semester shall constitute one-fourth of the semester grade;
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester grade.



OUTLINE OF SEMESTER'S WORK  
FOR  
SEVEN B GRADE (ENG. I)

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**Composition—Oral and Written.**

**Textbooks:**

**Required,** Howland's Advanced Lessons in English—during the entire semester;

**References for Teachers,** Reed and Kellogg's Elementary School Grammar and Johansen's Projects in Action—English.

**Time:**

Composition is taught three days a week—Monday, Wednesday and Friday. The material for composition is taken from the daily experience of the pupils and is presented by means of projects. Each pupil gives each week, at least, one carefully prepared oral theme not longer than two minutes, and one carefully prepared written theme. The written theme need not be longer than one page or one hundred, fifty words. (The oral report on one book selected from the Supplementary Book List, may be ten minutes in length.)

**Minimum Essentials:**

1. **Simple, unified sentences.** Howland, page 7 to middle of page 14, pages 34 and 99; Reed and Kellogg, pages 4, 12, 14, 20, 28 and 29; Johansen—pages 25-70.
2. **Punctuation, comma.** Howland, series of words, page 70, words of address, page 100, and explanatory words, page 172.
3. **Beginning work on paragraph.** Answers to questions asked, that include the questions and development of assigned topic. Howland, pages 8, 248-250; Reed and Kellogg, pages 346-353; Johansen, pages 159-170.
4. **Verbs.** Forms of "do" and "see." (The pupils are not sure of the forms of these verbs.)  
While pronouns are not included in these Essentials for the 7B grade they should not be wholly neglected. The constant use of them without antecedents may well be explained to the pupils as an example of lack of clearness in their themes. Such explanation opens the way for the definite teaching of the pronoun as one of the Minimum Essentials in the work of 8B grade (Eng. III). Further, while the making of an outline is not included in the Minimum Essentials for 7B grade, pupils may well be given some instruction that will aid them to plan their weekly talks and their books reports.
5. **Spelling** presents the most persistently difficult problem in the Composition work. It is, therefore, given more time in the teaching schedule than any other of the Essentials. It is taught three days a week—Monday, Wednesday, and Friday—twenty minutes each day and five minutes a day on Tuesday and Thursday. In the I+ classes eight words are taught

each week; in the I classes six words; and in the I-classes, four words a week. These words are taught and tested on Monday, Wednesday, and Friday and are reviewed on Tuesday and Thursday. The test is given the last four minutes of the Spelling time. For the test the words are incorporated in a paragraph and the paragraph is dictated to the pupils. The following list of words is the list taught. It is made up of words often misspelt in the pupils' themes.

athletics	grand stand	beginning	Tuesday
writing	half back	sincerely	which
almost	don't	grammar	football
notebook	science	history	arithmetic
to-night	North	believe	receive
their	there	business	difficult
full back	classroom	two	too
to	English	auditorium	assembly
Wednesday	forty	twenty-two	mustn't
to-day	President	planning	immediately
orchestra	studying	coordinate	paragraph
semester	rhetoric	literature	discussion
classics	textbook	seventh	senior
subordinate	respectfully	coming	punctual
absence	correctness	vehicle	throughout
prepositional	phrase	cafeteria	pretty
handsome	journalism	debate	reference
editor	newspaper	atmosphere	clause
street car	particular	assignment	instructor
information	transferred	manager	usually
composition	generally	wherever	recitation
principal	following	mistakes	written
adjustment	erase	envelope	finances
typewriter	vocational	continue	industries
losing	loosing	circulation	coming

Words not in this list but misspelt by the pupils may well be added. The Individual Method is used in the teaching of spelling. The division of the words between syllables, at the ends of lines, is brought before the pupils.

### System of Marking:

In order to make a grade of—

D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;

C—a pupil may not make more than two mistakes on a page of written work or in an oral recitation;

B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;

A—a pupil may not make any mistakes on a page of written work or in an oral recitation.

(If a theme is more than one page long, the grade may be the average of the grades of all the pages.)

## Literature.

### Textbooks:

Required, *Treasure Island*—during the first nine weeks of the semester; Selections from *Holton's Reader*—during the second nine weeks of the semester.

### Supplementary.

Title	Author	Publisher
Baldwin's Abraham Lincoln.....		Am. Book Co.
Baldwin's Stories of the King.....		Am. Book Co.
Black Beauty.....	Sewell.....	Dodge Pub. Co.
Eight Cousins.....	Alcott.....	Little, Brown & Co.
Fifty Famous Rides and Riders.....		Am. Book Co.
Howell's Stories of Ohio.....		Am. Book Co.
Jack and Jill.....	Alcott.....	Little, Brown & Co.
Joe's Luck.....	Alger.....	New York Book Co.
Jo's Boys.....	Alcott.....	Little, Brown & Co.
Krag and Johnny Bear.....	Seton.....	Chas. Scribner's Sons
Lance of Kanana.....	French.....	Lothrop, Lee & Shepard
Little Lame Prince.....	Craik.....	Harper & Bros.
Little Men.....	Alcott.....	Little, Brown & Co.
Little Women.....	Alcott.....	Little, Brown & Co.
Marden's Stories from Life.....		Am. Book Co.
Mark Stanton.....	Alger.....	New York Book Co.
Musick's Story of Missouri.....		Am. Book Co.
Nicholson's Stories of Dixie.....		Am. Book Co.
Nixon-Roulet's Indian Folk Tales.....		Am. Book Co.
Old-Fashioned Girl.....	Alcott.....	Little, Brown & Co.
Polly Oliver's Problem.....	Wiggin.....	Houghton Mifflin Co.
Purcell's Stories of Old Kentucky.....		Am. Book Co.
Pygmalion—In Bulfinch's Age of Fable.....	Lothrop, Lee & Shepard	Co.
Rab and His Friends.....	Brown.....	Dodge Pub. Co.
Ranch on the Oxhide.....	Inman.....	MacMillan Co.
Robinson Crusoe.....	Defoe.....	Am. Book Co.
Rose in Bloom.....	Alcott.....	Little, Brown & Co.
Seven American Classics.....		Am. Book Co.
Shifting for Himself.....	Alger.....	New York Book Co.
Story of Lafayette.....	Burton.....	Am. Book Co.
Story of Lewis and Clark.....	Kingsley.....	Am. Book Co.
Stories of Maine.....	Swett.....	Am. Book Co.
Swiss Family Robinson.....	Wyse.....	G. W. Jacobs & Co.
The Go'd Bug.....	Poe.....	Duffield & Co.
The Golden Fleece—In Bulfinch's Age of Fable.....	Lothrop, L. & S. Co.	
The Pilot.....	Cooper.....	Am. Book Co.
The Pot of Gold and Other Stories.....	Wilkins.....	Lothrop, L. & S. Co.
The Revolt of Mother (In New Eng Nun. Series).....	Wilkins.....	L., L. & S.
Under the Lilacs.....	Alcott.....	Little, Brown & Co.
Whitehead's Two Great Southerners.....	Wilkins.....	Am. Book Co.
Wolf Patrol.....	Tinnemore.....	Macmillan Co.
Young Lucretia and Other Stories.....	Alcott.....	Harper & Co.

### Time.

The required books in literature are taught two days a week—Tuesday and Thursday. These books are studied carefully. The books on the supplementary list are not studied; they furnish the material for the extensive reading. Each pupil reads one of them during the semester and makes an oral report on it before his class.

### System of Marking.

The work done by the pupils in the required reading is marked on test questions that are worded so as to force answers that are either right or wrong and that may be, therefore, definitely marked. The work done by pupils in the supplementary reading is marked according to the teacher's judgment of its value. If any pupil makes no report on a book from the Supplementary Reading List, his grade is limited at the end of the semester to D.

### Make Up of Semester Grade.

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester grade.

OUTLINE OF SEMESTER'S WORK  
FOR  
SEVEN A GRADE (ENG. II)

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**Composition—Oral and Written.**

**Textbooks:**

Required, Howland's Advanced Lessons in English—during the entire semester;

References for Teachers, Reed and Kellogg's Elementary School Grammar and Johansen's Projects in Action English.

**Time:**

Composition is taught three days a week—Monday, Wednesday, and Friday. The material for composition is taken from the daily experience of the pupils and is presented by means of projects. Each pupil gives each week, at least, one carefully prepared oral theme not longer than three minutes, and one carefully written theme. The written theme need not be longer than two hundred words. (The oral report on one book selected from the Supplementary Book List, may be ten minutes long.)

**Minimum Essentials:**

1. Constant review of the Essentials taught in Seven B. Grade.
2. Complex, unified sentences. Howland, pages 13-14 (first half), 99-100, 238-241; Reed and Kellogg, pages 102-131; Johansen, pages 71-82.
3. Punctuation, comma. Howland, short, informal quotations, page 275, adverbial modifiers, page 277, and subject ending with a verb, page 247.
4. Paragraph development. Development of assigned topic—Howland, pages 8, 248-250; Reed and Kellogg, pages 102-133; Johansen, pages 159-170.
5. Verbs. Forms of "go," "lay," "know." (The pupils are not sure of the forms of these verbs.)

(While pronouns are not included in these Essentials for the 7A grade, they should not be wholly neglected. The constant use of pronouns without antecedents may well be explained to the pupils as an example of lack of clearness in their themes. Such explanations open the way for the definite teaching of the pronoun as one of the Minimum Essentials in the work of 8B grade (Eng. III). Further, while the making of any outline is not included in the Minimum Essentials for this grade, pupils may well be given some instructions that will aid them to plan their weekly talks and themes, and their book reports.)

6. Spelling. Spelling presents the most persistently difficult problem in the composition work. It is, therefore, given more time in the teaching schedule than any other of the Essentials. It is taught three days a week—Monday, Wednesday, and Friday—twenty minutes each day and five minutes a day on Tuesday and Thursday. In the I+ classes, eight words are taught each week; in the I classes, six words; and in the I-



classes, four words. These words are taught and tested on Monday, Wednesday, and Friday and are reviewed on Tuesday and Thursday. The test is given the last four minutes of the Spelling period. For the test the words taught are incorporated in a paragraph and the paragraph is dictated to the pupils. The following list of words is the list taught. It is made up of words often misspelt in the pupils' themes. To this list, however, must be added at least thirty words often misspelt in history, science or mathematics tests.

automobile	losing	adviser's	benefit
conference	misspelt	assemblies	bicycle
distinguish	picture	attack	declarative
described	manufacture	cafeteria	interrogative
evidence	receiving	dialects	orchestra
known	recite	dialogues	minstrels
occur	regularly	examination	satisfy
manner	splendid	library	come
publish	too	exercises	didn't
secure	brothers	pacified	wouldn't
auditorium	chiefs	poison	speeches
superintendent	especially	principle	usable
aren't	haughty	roam	whoever
inasmuch	democratic	mustn't	principles
arithmetic	disturbed	principal	cried
cartoon	excellent	sense	interesting
avoid	groceries	sometimes	learned
helpful	heaved	studying	diligently
expression	imitate	twelfth	man's
require	industrious	darkness	pencil
realize	beautifully	government	carefully
seniors	capital	history	careless
betrothal	cleverly	Judge	East
bulletin	committee	Wednesday	patiently
studied	costumes	junior	religious

The Individual Method is used in the teaching of the spelling. The division of the words between syllables, at the ends of lines, is brought before the pupils.

### System of Marking:

In order to make a grade of—

D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;

C—a pupil may not make more than two mistakes on a page of written work or in an oral recitation;

B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;

A—a pupil may not make any mistake on a page of written work or in an oral recitation.

(If a theme is more than one page long, the grade may be the average of the grade of all the pages.)

## Literature.

### Textbooks:

**Required,** Curry's Literary Readings—Miles Standish, Evangeline, and Enoch Arden, used during the entire semester.

**Supplementary,** Everyday Classic for eighth grade by Baker and Thorndike. The Youth's Companion as much as possible.

### Time.

The required books in literature are taught two days a week—Tuesday and Thursday. These books are studied carefully. The books on the Supplementary list are not studied; they furnish the material for the extensive reading. Each pupil reads three stories in the "Classic Reader" and, as far as possible, a story in "The Youth's Companion." Each pupil makes an oral report on one of the stories read before his class.

### System of Marking.

The work done by the pupils in the required reading is marked on test questions that are worded so as to force answers that are either right or wrong and may be, therefore definitely marked. The work done by pupils in the supplementary reading is marked according to the teacher's judgment of its value. If any pupil makes no report on a book from the Supplementary Book List, his grade is limited at the end of the semester to D.

### Make Up of Semester Grade.

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of the value of the daily work of the pupils shall constitute one-fourth of the semester grade.

OUTLINE OF SEMESTER'S WORK  
FOR  
EIGHT B GRADE (ENG, III)

**Composition—Oral and Written.**

**Textbooks:**

**Required,** Howland's Advanced Lessons in English—during the entire semester;

**References for Teachers,** Reed and Kellogg's Elementary School Grammar and Johansen's Projects in Action English.

**Time.**

Composition is taught three days a week—Monday, Wednesday, Friday. The material for composition is taken from the daily experience of the pupils and is presented by means of projects. Each pupil gives, each week, at least one carefully prepared oral theme not longer than four minutes, and one carefully prepared written theme. The written theme need not be longer than one page, or two hundred and fifty words. (The oral report on one book from the Supplementary Book List, may be ten minutes in length.)

**Minimum Essentials:**

1. **Compound, unified sentences.** Howland, page 14, 146-147, 242; Reed and Kellogg, pages 140-141; Johansen, lessons 21, 23. (Lessons 24, 25, 27-28 may be adapted by teachers to the compound sentence work.)
2. **Punctuation—semicolon.** The following rules for the use of the semicolon are informing and may be well illustrated before the pupils. They show reason for the position of the clauses in a compound sentence; that is, they define the relation of the second clause, the third, etc., to the first clause.
  - (1.) A semicolon joins two clauses when the second explains the first, or illustrates it, or is contrasted with it.

The day is unpleasant; the sun is hidden. (Explains.)  
Apples are expensive; they are ten cents each. (Illustrates.)  
John went to town; Mary went to the country. (Contrasted)
  - (2.) A semicolon joins two or more clauses that have a common dependence.

There are two questions to decide: first, shall we concede; and second, what shall the concession be.
  - (3.) A semicolon joins clauses that bring out a central idea.

The sun sank in the west; the shadows lengthened; the bird voices became drowsy; and the snake crawled into its den.
3. **Paragraph Development:** Development of assigned topic—Howland, pages 8, 248-250; Reed and Kellogg, pages 102-133; Johansen, pages 159-170.
4. **Pronouns.** "you" and "we" with their antecedents expressed. Howland, pages 248-250; Johansen, pages 159-170; Hotchkiss and Drew, pages 85-102.
5. **Verbs.** Forms "come," "lie," "sit." (The pupils are not sure of the forms of these verbs.)
6. **Constant Review of the Essentials Taught in Seven B and A Grades.** (While the making of an outline is not included in

the Minimum Essentials for this grade, pupils may well be given some instruction that will aid them to plan their weekly talks and themes and their book reports.)

7. **Spelling.** Spelling presents the most persistently difficult problem in the Composition work. It is, therefore, given more time in the teaching schedule than any other of the Essentials. It is taught three days a week—Monday, Wednesday, and Friday—twenty minutes each day and five minutes a day on Tuesday and Thursday. In the I+ classes eight words are taught each week; in the I classes six words; and in the I- classes, four a week. These words are taught and tested on Monday, Wednesday and Friday and are reviewed on Tuesday and Thursday. The test is given the last four minutes of the Spelling time. For the test the words are incorporated in a paragraph and the paragraph is dictated to the pupils. The list of words taught is taken in part from the pupils' themes and in part from their test papers. To this list must be added, however, at least thirty words often misspelt in history, science and mathematics tests.

United States	handsome	numerous	mayor
all right	Jim	position	viaduct
companies	keen	betrothal	advisor's
dining	practices	bulletin	assemblies
fragrance	writing	curtain	attack
North	amendment	especially	cafeteria
prairie	agriculture	heaved	dialogues
blossoms	attractive	haughty	examination
eagle's	comparison	imitate	exercises
football	cultivated	industrious	any one
ninety	experience	caught	Sunday
razor	decide	favorite	regularly
registered	district	opponent	appeal
planning	rate	perplexed	fielder
guarded	receive	petals	country
separate	several	recitation	costumes
welfare	neither	rhetoric	opponent
tiresome	caught	comma	caught
Indiana	favorite	cupboard	important
acquainted	opponent	decorated	amendment
armful	perplexed	currants	experience
assembly	petals	department	decide
athletics	recitation	enormous	district
daybreak	rhetoric	exceedingly	neither
gym	spins	John's	hearing

The Individual Method is used in the teaching of spelling. The division of the words between syllables, at the ends of lines, is brought before the pupils.

#### System of Marking:

In order to make a grade of—

D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;

C—a pupil may not make more than two mistakes on a page of



written work or in an oral recitation;

B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;

A—a pupil may not make any mistakes on a page of written work or in oral recitation.

(If a theme is more than one page long, the grade may be the average of all the pages.)

### Literature:

#### Textbooks:

Required, Church's Iliad—during the first nine weeks of the semester; Marmion—during the second nine weeks of the semester.

#### Supplementary:

Title	Author	Publisher
Little Lord Fauntleroy.....	Burnett.....	Chas. Scribner's Sons
A Boy's Town.....	Howell.....	Harper & Bros.
Alice's Adventures in Wonderland.....	Carroll.....	Macmillan Co.
Beautiful Joe.....	Saunders.....	Am. Baptist Pub. Co.
Black Rock.....	Connor.....	Revell & Co.
Bob, Son of Battle.....	Ollivant.....	Doubleday, Page & Co.
Boy's Life of Edison.....	Meadowcroft.....	Harper & Bros.
Captain January.....	Richards.....	Page Co.
Captains Courageous.....	Kipling.....	Century Co.
Dr. Luke of the Labrador.....	Duncan.....	Revell & Co.
Gallegher.....	Davis.....	Chas. Scribner's Sons
Gulliver's Travels.....	Swift.....	Macmillan Co.
Huckleberry Finn.....	Twain.....	Harper & Bros.
Janice Meredith.....	Ford.....	Dodd, Mead & Co.
Jim Davis.....	Masefield.....	Grosset & Dunlap
Kidnapped.....	Stevenson.....	Chas. Scribner's Sons
Legend of Three Beautiful Princesses.....	Irving.....	Houghton, Mifflin Co.
Martin Hyde, the Duke's Messenger.....	Masefield.....	Little, Brown & Co.
Luck of the Dudley Grahams.....	Haines.....	Henry Holt & Co.
Men of Iron.....	Pyle.....	Harper & Bros.
Penrod.....	Tarkington.....	Grosset & Dunlap
Peter and Wendy.....	Barrie.....	A. C. McClurg
Quentin Durward.....	Scott.....	D. Appleton & Co.
Red Pepper Burns.....	Richmond.....	A. L. Burt & Co.
Red Badge of Courage.....	Crane.....	A. C. McClurg
Tales of My Grandfather.....	Scott.....	A. C. McClurg
The Blue Flower.....	Van Dyke.....	Revell & Co.
The Boy Scout.....	Davis.....	Chas. Scribner's Sons
The Deerslayer.....	Cooper.....	G. P. Putman & Sons
The Golden Fleece.....	Baldwin.....	
The Luck of Roaring Camp.....	Harte.....	A. C. McClurg
The Moore's Legacy.....	Irving.....	Houghton, Mifflin Co.
The Prince and the Pauper.....	Twain.....	Harper & Bros.
The Secret Garden.....	Burnett.....	Grosset & Dunlap
The Sky Pilot.....	Connor.....	Grosset & Dunlap
The Sampo.....	Baldwin.....	Chas. Scribner's Sons
The Strike at Shane.....	Anonymous.....	Flannagan & Co.
Through a Looking Glass.....	Carroll.....	Macmillan Co.
Twice Told Tales—Selections.....	Hawthorne.....	Houghton, Mifflin Co.



**Time.**

The required books in literature are taught two days a week Tuesday and Thursday. These books are studied carefully. The books in the supplementary list are not studied; they furnish the material for the extensive reading. Each pupil reads one of them during the semester and makes an oral report on it before his class.

**System of Marking.**

The work done by the pupils in the required reading is marked on test questions that are worded so as to force answers that are either right or wrong and may be, therefore, definitely marked. The work done by pupils in the supplementary reading is marked according to the teacher's judgment of its value. If any pupil makes no report, his grade is limited at the end of the semester to D.

**Make Up of Semester Grade.**

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester grade.

OUTLINE OF SEMESTER'S WORK  
FOR  
EIGHT A GRADE (ENG. IV)

**Composition—Oral and Written.**

**Textbooks:**

**Required.** Howland's advanced Lessons in English—during the entire semester;

**Reference Books for Teachers.** Johansen's Projects in Action English.

**Time:**

Composition is taught three days a week—Monday, Wednesday, and Friday. The material for composition is taken from the daily experience of the pupils and is presented by means of projects. Each pupil gives, at least one carefully prepared written theme each week. The oral theme should not be many seconds shorter than five minutes; the written theme need not be longer than three hundred words. (The oral report on one book selected from the Supplementary Book List, may be ten minutes long.)

**Minimum Essentials:**

1. **Compound-Complex, Unified Sentences.** Johansen, pages 138-139, 146-148.

2. **Punctuation, Semicolon and Colon.** The following rules for the use of the semicolon are included in the Essentials of Eng. IV as well as in the Essentials of Eng. III, first, because the mastery of them is difficult and, second, because the use of them is imperative in compound sentences. These rules are selected for presentation to the pupils because they are "informing." They show cause for the position of the clauses in a compound sentence; that is, they define the relation of the second clause, or the third or fourth, in a compound sentence, to the first clause.

(1.) A semicolon joins two clauses when the second clause explains the first, or illustrates it, or is contrasted with it.  
The day is unpleasant; the sun is hidden. (Explains.)

Apples are expensive; they are ten cents each. (Illustrates.)

John went to town; Mary went to the country. (Contrasted)

(2.) A semicolon joins two clauses that have a common dependence.

There are two questions to decide: first, shall we concede; second, what shall the concession be? (Common dependence)

(3.) A semicolon joins clauses that bring out a central idea.  
The sun sank in the west; the shadows lengthened; the bird voices became drowsy; the snake crawled slowly into its den.

The new work for the Eng. IV is the use of the colon. The following rules are as the semicolon rules "informing;" they enable the pupils "to put sentences together definitely."

(1.) The colon is used before an enumeration of particulars formally introduced.

The five ways in which coherence is commonly violated are as follows: by illogical order, by unnecessary change of construction, by lack of agreement between subject and

predicate, by faulty reference of pronouns and participles, and by inexact punctuation. (Enumeration of particulars)  
(2.) A colon is used before a quotation when formally introduced.

This is a precept of Socrates: "Know thyself." (Quotation)

(3.) A colon is used after a salutation.

My dear Sir: (Salutation)

3. **Coherence.** Hitchcock and Drew, pages 24-32 (to "reference of the pronoun").
4. **Paragraph Development.** Development of assigned topic—Howland, pages 8, 248-250; Reed and Kellogg, pages 102-133; Johansen, pages 159-179. (In the paragraph work in this grade special attention is given to the wording of the topic sentence and to its place in the paragraph.)
5. **Pronouns.** "They," "his," "them," with their antecedents expressed, Howland, pages 55-66, 191; Reed and Kellogg, pages 174-176.
6. **Verbs.** Forms of "be." (The pupils are not sure of the forms of this verb.)
7. Constant review of the Essentials taught in Seven B and A grades, and in Eight B grade.

(While the making of an outline is not included in the Minimum Essentials of this grade, pupils may well be given some instruction that will aid them to plan their weekly talks, themes and their book reports.)

The time for spelling in this grade is shortened to five minutes each day. This shortening of the time is made on the assumption that pupils have had steady drill in the work for over a year and that they are able to learn the spelling work in a shorter time than they were at first. The spelling is, therefore, taught four days a week—Tuesday, Wednesday, Thursday, Friday—five minutes each day. The meaning of five words is taught on Tuesday and the spelling of these five words, on Wednesday; the meaning of five new words is taught on Thursday and the spelling of these words on Friday. The words are tested on the next Monday. The following list of words is the list taught. It is made up of words most often misspelt in the pupils' themes and test papers. To this list, however, must be added at least thirty words often misspelt in history, science or mathematics tests.

automobile	magazine	finally	sirup
conference	Arkansas	circumstances	civics
advertise	Fort Gibson	disrespectful	attorney
disturbed	Indian	diviser	secretary
government	applicant	multiplying	minstrel
principles	o'clock	interview	confederates
envelope	democrat	separate	Alamo
secure	sandwich	commercial	knocked
slowly	which	coming	constitute
usable	operation	literary	one-fourth
opinion	although	beginning	definitely
inquiries	territory	grammar	twenty-four
really	banister	haughty	written

forgotten	business	especially	salutation
running	classroom	thundering	semicolon
salesman	Thursday	description	formally
scenery	February	imitate	prosperous
supposed	acquainted	perplexed	foreign
scholars	organize	constitution	stationary
student	opportunity	bicycle	swimming
quotation	Canadian	customer	earliest
supposed	arithmetic	fourth	installed
together	numerator	supplementary	Ozark
cousin	denominator	neighbor	trolley

The Individual Method is used in the teaching of the spelling. The division of the words between syllables, at the ends of lines, is brought before the pupils.

**System of Marking:**

In order to make a grade of—

- D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;
- C—a pupil may not make more than two mistakes on a page of written work or in an oral recitation;
- B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;
- A—a pupil may not make any mistakes on a page of written work or in an oral recitation.

(If a theme is more than one page in length, the grade may be the average of the grades of all the pages.)

**Literature.**

**Textbooks:**

Required. Lay of the Last Minstrel—during the first nine weeks of the semester; As You Like It—during the second nine weeks of the semester.

**Supplementary.**

Title	Author	Publisher
A Prairie Rose.....	Bush.....	Little, Brown & Co.
Cruise of the Dazzler.....	London.....	Century Co.
Cruise of the "Ghost".....	Alden.....	Harper Bros.
Dog of Flanders.....	Ramee'.....	Lippincott
Five Little Peppers Abroad.....	Sidney..	Lothrop, Lee & Shepard Co.
Five Little Peppers and How They Grew.....	Sidney..	Lothrop, Lee & Shepard Co.
Five Little Peppers Grown Up.....	Sidney..	Lothrop, Lee & Shepard Co.
Five Little Peppers and Their Friends.....	Sidney..	Lothrop, Lee & Shepard Co.
Five Little Peppers at School.....	Sidney..	Lothrop, Lee & Shepard Co.
Five Little Peppers Midway.....	Sidney..	Lothrop, Lee & Shepard Co.
Glengarry School Days.....	Connor.....	Revell & Co.
Greyfriars Bobby.....	Atkinson.....	Harper & Bros.
Keepers of the Trail.....	Altscheler.....	D. Appleton & Co.
Moral Pirates.....	Alden.....	Harper & Bros.
Nan at Camp Chicopee.....	Hamlin.....	Little, Brown & Co.
Nannie's Happy Childhood.....	Field.....	Houghton Mifflin Co.
Phronsie Pepper.....	Sidney..	Lothrop, Lee & Shepard Co.

Title	Author	Publisher
Sara Crew.....	Burnett.....	Chas. Scribner's Sons
Story of a Bad Boy.....	Aldrich.....	Harper & Bros.
Stories for Boys.....	Davis.....	Chas. Scribner's Sons
The Texan Scouts: A Story of the Alamo and Gilead.....	Altsheler.....	D. Appleton & Co.
Two Little Confederates.....	Page.....	Chas. Scribner's Sons
Tom Sawyer.....	Twain.....	Harper & Bros.
Wee Willie Winkie.....	Kipling.....	Doubleday, Page & Co.

### Time.

The required books in literature are taught two days a week—Tuesday and Thursday. These books are studied carefully. The books on the supplementary list are not studied; they furnish the material for the extensive reading. Each pupil reads one of them during the semester and makes an oral report on it before his class.

### System of Marking,

The work done by the pupils in the required reading is marked on test questions that are worded so as to force answers that are either right or wrong and may, therefore, be definitely marked. The work done by pupils in the supplementary reading is marked according to the teacher's judgment of its value. If any pupil makes no report his grade is limited at the end of the semester to D.

### Make Up of Semester Grade.

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester's grade.



OUTLINE OF SEMESTER'S WORK  
FOR  
NINE B GRADE (ENG. V)

**Composition—Oral and Written.**

**Textbooks:**

**Required,** Webster's Secondary School Dictionary—during the entire semester.

**References for Teachers,** Swinton's Word Analysis, Hill's Beginnings of Rhetoric and Hitchcock and Drew's Business English.

**Time.**

The study of words is taught three days a week—Monday, Wednesday and Friday. As much composition work is given as is needed to keep the Minimum Essentials learned in the Seventh and Eighth grades in the minds of the pupils. Pupils are urged to use the words studied Monday, Wednesday and Friday in the compositions that they write. Each pupil should prepare one oral theme not longer than four minutes each week, and one written theme every other week. (The oral report on one book selected from the Supplementary Book List, may be ten minutes long.)

**Minimum Essentials:**

1. **Supervision of the Essentials taught in 7B, 7A, 8B, and 8A grades.** Careful attention is given to the Essentials that are taught in the four preceding grades. A special review of the sentence forms is carried out.
2. **Variety in Sentence Structure.** Johansen, pages 32-36, 136-137, 140-141- first half, 142-148, 152-154; Hitchcock, pages 64-74. (Review of simple, complex, and compound sentences, Clippinger—Bk. I, pages 151-175.)
3. **Outline.** Clippinger, Book I, pages 91, 88-90, 135-136. (The following rules may be helpful in the teaching of the outline. (1) Careful attention should be given to the lettering and numbering of the points in the outline in order to show the relation of the points to each other. (2) A point in an outline in order to be divided must have, at least, two subheads. (3) Points in an outline must be clear cut; that is, the material under them must not overlap. (4) Care should be given to the order in which the points are placed in the outline; the second must grow out of the first, the third out of the second, etc., and all must have a close relation to the subject.)
4. **Spelling.** The time for spelling in this grade is shortened to five minutes each day. This shortening of the time is made on the assumption that the pupils have had steady drill in the work for over a year and that they are able to learn the spelling work in a shorter time than they were at first. The spelling is taught, therefore, four days a week, Tuesday, Wednesday, Thursday and Friday, five minutes each day. The meaning of five words is taught on Tuesday and the spelling of these five words is taught on Wednesday; the meaning of five new words is taught on Thursday and the spelling of these words on Friday. The words are tested on Monday. The following list of words is the list taught. It is made up of words most often misspelt in the pupils' themes and test

papers. To this list must be added, at least, thirty words often misspelt in history, science and mathematics tests.

annual	opportunity	optimist	alamode
yearly	ocasion	pessimist	affidavit
coupon	thesis	mischievous	humorous
avow	candidacy	wharves	physician
acknowledge	Kans.	recognized	eccentric
admit	further	interrupted	dairy
continuous	farther	acquaintance	diary
privilege	marvelous	amplify	accurate
recommend	carrying	Rowena	correct
gradually	oxygen	Rebecca	probability
abandon	almost	Cedric	license
desert	nearly	Bois Guilbert	mortgage
duplicate	disloyalty	bankruptcy	agency
appreciate	electricity	originally	bureau
Coeur de Lion	dismissal	proposition	remodeled
only	alone	alibi	biennial
alias	ludicrous	memorandum	university
commissioner	substitute	disappoint	lading
conference	anticipate	leisure	semester
kill	referred	postscript	plateau
murder	proté'ge'	post office	ignis fatuus
patois	postmaster	mandamus	Okla.
Ark.	epidemic	rendezvous	glacier
cooperative	financial	blase'	extempore
employee	algebra	Front de Boeuf	Beaumanoir

The Individual Method is used in the teaching of spelling. The division of the words between syllables, at the ends of the lines, is brought before the pupils.

#### System of Marking:

In order to make a grade of—

D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;

C—a pupil may not make more than two mistakes on a page of written work or in an oral recitation;

B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;

A—a pupil may not make any mistake on a page of written work or in an oral recitation.

(If a theme is more than one page long, the grade may be the average of all the pages.)

#### Literature.

##### Textbooks:

Required, Ivanhoe, during the first nine weeks of the semester; during the second nine weeks of the semester, The Oregon Trail.

##### Supplementary:

Title	Author	Publisher
Anne of Green Gables.....	L. M. Montgomery.....	Page Co.
Boy's Life of Theodore Roosevelt..	Hagedorn.....	Harper & Co.
Boy's Life of Lincoln.....	Nicolay.....	Century Co.
Boy's Life of Gen. Sheridan.....	Goss.....	T. Y. Crowell & Co.

Title	Author	Publisher
Custer, the General.....	E. B. Custer.....	Harper & Co.
Call of the Wild.....	London.....	Century Co.
Cattle Ranch to College.....	R. Doubleday.....	Grosset & Dunlap
College Years.....	R. D. Payne.....	Grosset & Dunlap
David Crokeett.....	Abbott.....	Dodd, Mead & Co.
David Crockett ("Remember the Alamo") — (In their Hero Tales from Am. Hist.).....	Lodge and Roosevelt.....	Century Co.
David Crockett (The Defense of the Alamo) (In Paget's Poems of Am. Patriotism.).....	Joaquin Miller.....	Page Co.
Daniel Boone.....	Abbott.....	Dodd, Mead & Co.
Donald and Dorothy.....	Dodge.....	Century Co.
He Knew Lincoln.....	Tarbell.....	Doubleday, Page & Co.
Hoosier School Boy.....	Eggleston.....	Chas. Scribner's Sons
In Colonial Times.....	Wilkins.....	Lothrop, Lee & S. Co.
Life of Clara Barton.....	Epler.....	Macmillan & Co.
Life of Jesus of Nazareth.....	Hole.....	Nelson & Sons
Life on the Mississippi.....	Twain.....	Harper & Bros.
Lincoln (In Hero Tales from Am. Hist.) .....	Lodge and Roosevelt.....	G. P. Putnam's Sons
Loyal Blue and Royal Scarlet.....	Taggart.....	Benziger Bros.
Nathan Hale and John Andre, Two Spies.....	Lossing.....	D. Appleton & Co.
Old Creole Days.....	Cable.....	Chas. Scribner's Sons
Ramona .....	Jackson.....	Little, Brown & Co.
The Prince of the House of David.....	Ingraham.....	Merrill & Baker
Trail of the Lonesome Pine.....	Fox.....	Grosset & Dunlap
Vane of the Timberlands.....	Bindloss.....	Grosset & Dunlap

### Time.

The required books in literature are taught two days a week, Tuesday and Thursday. These books are studied carefully. The books on the supplementary list are not studied; they furnish the material for the extensive reading. Each pupil reads one of them during the semester and makes an oral report on it before his class.

### System of Marking.

The work done by the pupils in the required reading is marked on test questions that are worded so as to force answers that are either right or wrong and may be, therefore, definitely marked. The work done by pupils in the supplementary reading is marked according to the teacher's judgment of its value. If any pupil makes no report his grade is limited at the end of the semester to D.

#### Make Up of Semester Grade.

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester grade.

OUTLINE OF SEMESTER'S WORK  
FOR  
NINE A GRADE (ENG. VI.)

**Composition—Oral and Written.**

**Textbooks:**

**Required,** Webster's Secondary School Dictionary—during the entire semester; Clippinger's Written and Spoken English, Book I—during the entire semester.

**References for Pupils,** Hill's Beginnings of Rhetoric.

**References for Teachers,** Swinton's Word Analysis, Hill's Beginnings of Rhetoric, and Hitchcock and Drew's Business English.

**Time.**

The study of words is taught three days a week—Monday, Wednesday, Friday. As much composition work is given as is needed to make the use of the Minimum Essentials learned in the Seventh and Eighth grades habit on the part of the pupils. Pupils are urged to use the words studied in the work of Monday, Wednesday, and Friday in the compositions that they write. Each pupil should prepare one oral theme, not shorter than five minutes each week, and one written theme once each week. (The oral report on one book selected from the Supplementary Book List, may be ten minutes long.)

**Minimum Essentials:**

1. Supervision of the Essentials taught in 7B, 7A, 8B, 8A, and 9B grades is given in order to make, as far as an additional semester's work can make, the use of them by the pupils, habit.
2. **Variety in Sentence Structure (periodic, balanced.)** Reed & Kellogg, page 136 (note) balanced—313 periodic; Johansen, pages 140, 145, 152, 153, 154—periodic; Hitchcock, pages 69-70—balanced and periodic.
3. **Outline.** Clippinger Book I, pages 91, 88-90, 135-136. (The following rules may be helpful in the teaching of the outline.
  - (1) Careful attention should be given to the lettering and the numbering of the points in the outline in order to show the relation of the points to each other.
  - (2) A point in an outline, in order to be divided, must have, at least, two subheads.
  - (3) Points in an outline must be clear cut; that is the material under them must not overlap.
  - (4) Care must be given to the order in which the points are placed in the outline; the second must grow out of the first, third out of the second, etc., and all must have a close relation to the subject. The work of the outline in Eng. VI carries the outline to a greater length in point of space than did the work of the outline in Eng. V.
4. **Spelling.** The time for spelling in this grade is shortened to five minutes a day. This shortening of the time is made on the assumption that pupils have had steady drill in the work for a year and a half and that they are able to learn the spelling work in a shorter time than they were at first. The spelling is taught, therefore, four days a week—Tuesday,



Wednesday, Thursday, and Friday—five minutes each day. The meaning of five words is taught on Tuesday and the spelling of these words is taught Wednesday; the meaning of five more words is taught on Thursday and the spelling of these words on Friday. The words are tested Monday. The following list of words is taught. It is made up of words most-often misspelt in the pupils' themes and test papers. To this list, however, must be added at least, thirty words often misspelt in history, science and mathematics tests.

analysis	efficiency	parasite	anterior
vacuum	posterior	barometer	intervening
molecule	phosphorous	quicklime	hemisphere
Fahrenheit	schedule	cactus	illuminated
mercury	coefficient	triangle	microbes
Pyncheon	animalcule	merchandise	extravagant
Phoebe	populous	ganglia	countenance
signifies	microbes	fungi	preparations
peculiarities	irrigate	manageable	individuality
elementary	locally	larvae	sensitive
appendages	legible	appearance	household
Danish	brigand	occurrence	prominent
telegraph	emigrant	immigrant	hypotheses
recompense	alkali	occurred	ambiguous
centimeter	repel	extremely	multitude
chrysalis	expel	inferior	attached
ennui	include	uniformity	mollusk
corpuscles	diphtheria	pepsin	disturbance
ammonia	triangle	therefore	administer
vertebra	secondary	abdomen	inflammable
tentacle	precipitate	among	disagreeable
nitrogen	specimen	their	conclusions
amalgamation	species	ambitious	diaphragm
artisan	arteries	consequently	agriculture
studies	appendages	arrangement	inversely

The Individual Method is used in the teaching of the spelling. The division of the words between syllables, at the ends of lines, is brought before the pupils.

#### System of Marking:

In order to make a grade of—

D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;

C—a pupil may not make more than two mistakes on a page of written work or in an oral recitation;

B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;

A—a pupil may not make any mistakes on a page of written work or in an oral recitation.

#### Literature.

##### Textbooks:

Required, The House of the Seven Gables—during the first nine weeks of the semester; Merchant of Venice—during the second nine weeks of the semester.



## Supplementary.

Name	Author	Publisher
Rebecca of Sunnybrook Farm.....	Wiggin.....	Houghton Mifflin Co.
Richard Carvel.....	Churchill.....	Grosset & Dunlap
Sheridan's Ride (In Paget's Poems of Am. Patriotism).....	Read.....	Page Co.
Stickeen.....	Muir.....	Houghton Mifflin Co.
Sydney Carteret, Rancher.....	Bindloss.....	Grosset & Dunlap
Story of the Other Wise Man.....	Van Dyke.....	Harper & Bros.
The Beach Patrol.....	Drysdale.....	W. A. Wilde & Co.
The Boy Scouts and Other Stories.....	Davis.....	Chas. Scribner's Sons
The Deerslayer.....	Cooper.....	G. P. Putnam's Sons
The Gaunt Gray Wolf.....	Wallace.....	Revell & Co.
The Gold Trail.....	Bindloss.....	Grosset & Dunlap
The Long Trail.....	H. Garland.....	Hagedorn
The Shepherd of the Hills.....	Wright.....	A. L. Burt & Co.
The Spy.....	Cooper.....	G. P. Putnam's Sons
The Virginian.....	Wister.....	Grosset & Dunlap
The White Mail.....	Cy Warman.....	Chas. Scribner's Sons
The Young Supercargo.....	Drysdale.....	W. A. Wilde & Co.
The Man from Glengarry.....	Connor.....	Revell & Co.
Tommy Remington's Battle.....	Stevenson.....	Century Co.
Trail of the Lonesome Pine.....	Fox.....	Grosset & Dunlap
Trail of the Sandhill Stag.....	Seton.....	Chas. Scribner's Sons
Under Six Flags.....	Davis.....	Stokes

### Time.

The required books in literature are taught two days a week, Tuesday and Thursday. These books are studied carefully. The books on the Supplementary List are not studied; they furnish the material for the extensive reading. Each pupil reads one of them during the semester and makes an oral report on it before his class.

### System of Marking.

The work done by the pupils in the required reading is marked on test questions that are worded so as to force answers that are either right or wrong and may be, therefore, definitely marked. The work done by pupils in the supplementary reading is marked according to the teacher's judgment of its value. If any pupil makes no report his grade is limited at the end of the semester to D.

### Make Up of Semester Grade.

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester grade.

OUTLINE OF SEMESTER'S WORK  
FOR  
TEN B GRADE (ENG. VII)

**Composition—Oral and Written.**

**Textbooks:**

**Required,** Clippinger's Written and Spoken English—Book II, during the entire semester.

**References for Pupils,** Hill's Beginnings of Rhetoric, Brooks and Hubbard Composition and Rhetoric, Canby and Opdycke's Rhetoric.

**References for teachers,** Hill's Beginnings of Rhetoric, Brooks and Hubbard Composition and Rhetoric, Canby and Opdycke, Genung's Practical Element of Rhetoric, Genung's Working Principles of Rhetoric.

**Time.**

Composition is taught three days a week, Monday, Wednesday, Friday. The material for composition is taken from the daily experience of the pupils and is presented by means of projects. The project used in this grade extends throughout the semester; the grade members are members of a Kiwanis Club in imitation of the adult club. Very careful attention is given to Parliamentary Drill. Each pupil gives, at least, one carefully prepared written theme each week and one oral theme. These themes range from a letter or speech of condolence on the death of a member of the club to an address of welcome to the President of the United States on his visit to the city, or to the drawing up of a constitution for the club. (The oral report on one book selected from the Supplementary Book List may be thirty minutes in length.)

**Minimum Essentials:**

1. **Review.** Careful review is given to the Essentials of all the preceding grades in order to keep the pupils up to the degree of habitual correctness that they have acquired.
2. **Relation of Paragraph to Outline.** The relation of the paragraph to the outline is carefully taught. Clippinger, Book II, pages 90-91, 95-96, 100-101.
3. **Coherence Between Sentences and Between Paragraphs.** Hitchcock and Drew, pages 94-100.
4. **Figures of Speech—Simile, metaphor, metonymy.** Simile, Reed and Kellogg, pages 156, 336, 343-344; Metaphor, pages 45 (note), 156, 336, 342-344; Metonymy, pages 183, 336, 342-344.
5. **Spelling.** The time for spelling in this grade is five minutes each day. The spelling is taught Tuesday, Wednesday, Thursday, Friday. The meaning of five words is taught on Tuesday and the spelling of these words is taught Wednesday; the meaning of five new words is taught Thursday and the spelling of these words Friday. The words are tested on Monday. The following list of words is the list taught. To this list, however, may be added any words often misspelt by the pupils. This list is taken, in part, from test papers, and the pupils' themes.

government	disappoint	ninety	prohibited
omission	dissatisfaction	preferred	financier
superintendent	eighth	leisure	dioxide
primitive	studying	committee	involuntary
sophomore	recommend	guide	barometer
defer	whether	hoeing	hygienic
lightning	conscience	changeable	equaled
altogether	persevere	conceive	judiciary
supplement	auditor	bankruptcy	transmission
alfalfa	consignment	mercantile	merchandise
dimensions	laboratory	scissors	embroidery
miscellaneous	preliminary	epidemic	fertilize
commissioner	straightened	permanent	librarian
prosperous	temperature	fundamental	customary
suspicious	memorandum	duplicate	luxury
appropriation	systematically	dynamite	disinfectant
anonymous	acknowledgment	contagious	negligence
ambassador	representative	parallelogram	precipice
suspicious	pneumonia	circumference	naphtha
glycerin	emphasize	maneuver	paralized
stereopticon	moccasin	prejudice	nuisance
anecdote	Indian	biplane	prophecy
embarrass	innocence	cantaloupe	peaceable
poisonous	economical	inalienable	nonsense
destination	adequate	miscellaneous	unconscious

The Individual Method is used in the teaching of spelling. The division of the words between syllables, at the end of the lines is brought before the pupils.

#### System of Marking:

In order to make a grade of—

D—a pupil may not have more than three mistakes on a page of written work or in an oral recitation;

C—a pupil may not have more than two mistakes on a page of written work or in an oral recitation;

B—a pupil may not have more than one mistake on a page of written work or in an oral recitation;

A—a pupil may not have any mistake on a page of written work or in an oral recitation.

(If a theme is more than one page long, the grade may be the average of all the pages.)

#### Literature.

##### Textbooks:

Required, Slias Marner, during the first nine weeks of the semester; Julius Caesar, during the second nine weeks.

##### Supplementary.

Title	Author	Publisher
Adam Bede.....	Eliot.....	Chas. Scribner's Sons
Alice for Short.....	De Morgan.....	Grosset & Dunlap
Bride of Lammermoor.....	Scott.....	Oxford Univ. Press Ass'n
By Order of the King.....	Hugo.....	T. Y. Crowell Co.
Christopher Hibbault.....	Bryant.....	Duffield & Co.

Title	Author	Publisher
Captains Courageous.....	Kipling .....	Century Co.
David Balfour.....	Stevenson.....	Grosset & Dunlap
David Copperfield.....	Dickens.....	Oxford Univ. Press Ass'n
Dr. Jekyll and Mr. Hyde.....	Stevenson.....	M. A. Donohue & Co.
Gentleman of France.....	Weyman.....	Longmans, Green & Co.
Guy Mannering.....	Scott.....	Oxford Univ. Press Ass'n
Harold .....	Lytton.....	T. Y. Crowell Co.
Henry Esmond.....	Thackeray.....	Oxf'd Uni. Press Ass'n
Jorn Uhl.....	Frenssen.....	Estes, Dana & Co.
Kenilworth .....	Scott.....	Oxford Univ. Press Ass'n
Last Days of Pompeii.....	Lytton.....	T. Y. Crowell & Co.
Les Miserables .....	Hugo.....	T. Y. Crowell & Co.
Lorna Doone.....	Blackmore.....	Oxford Univ. Press Ass'n
Master of Ballantrae.....	Stevenson.....	M. A. Donohue & Co.
Middlemarch.....	Eliot.....	J. C. Winston & Co.
Mill on the Floss.....	Eliot.....	T. Y. Crowell Co.
Nicholas Nickleby.....	Dickens.....	Oxford Univ. Press Ass'n
Our Mutual Friend.....	Dickens.....	Oxford Univ. Press Ass'n
Pendennis .....	Thackeray.....	Oxf'd Uni. Press Ass'n
Pippa Passes .....	Browning.....	T. Y. Crowell Co.
Pride and Prejudice.....	Austin.....	Oxford Univ. Press Ass'n
Quo Vadis .....	Sienkiewics.....	Little, Brown & Co.
Redgauntlet.....	Scott.....	Oxford Univ. Press Ass'n
Rob Roy.....	Scott.....	Oxford Univ. Press Ass'n
Scottish Chiefs.....	Porter.....	T. Y. Crowell Co.
Sentimental Tommy .....	Barrie.....	Chas. Scribner's Sons
The House of the Wolf.....	Weyman.....	Longmans, Green Co.
The Rosary.....	Barclay.....	Grosset & Dunlap
The Scarlet Pimpernal.....	Orszy.....	A. L. Burt & Co.
The Talisman.....	Scott.....	Oxford Univ. Press Ass'n
Toilers of the Sea.....	Hugo.....	T. Y. Crowell Co.
Uarda.....	Ebers.....	A. L. Burt Co.
Under the Red Robe.....	Weyman.....	Longmans, Green Co.
Vanity Fair.....	Thackeray.....	Oxf'd Uni. Press Ass'n
Put Yourself in His Place.....	Reade.....	Chas. Scribner's Sons

### Time.

The required books in literature are taught two days a week, Tuesday and Thursday. These books are studied carefully. The books on the supplementary list are not studied; they furnish the material for the extensive reading. Each pupil reads one of these during the semester and makes an oral report on it before his class.

### System of Marking.

The work done by the pupils in the required reading is marked on test questions that are worded so as to force answers that are either right or wrong and may be, therefore, definitely marked. The work done by the pupils in the supplementary reading is marked according to the teacher's judgment of its value. If any pupil makes no report his grade is limited at the end of the semester to D.

### Make Up of Semester Grade.

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester grade.



OUTLINE OF SEMESTER'S WORK  
FOR  
TEN A GRADE (ENG. VIII)

**Composition—Oral and Written.**

**Textbooks:**

Required, Clippinger—Book II—Written and Spoken English—during the entire semester.

References for Pupils, Hill's Beginnings of Rhetoric, Brooks and Hubbard—Composition and Rhetoric, Canby and Opdycke.

References for Teachers, Hill's Beginnings of Rhetoric, Brooks and Hubbard—Composition and Rhetoric, Canby and Opdycke, Genung's Practical Elements of Rhetoric, Genung's Working Principles of Rhetoric.

**Time.**

Composition is taught three days a week—Monday, Wednesday and Friday. The material for composition is taken from the daily experience of the pupils and is presented by means of projects. The project used in this grade extends throughout the semester; the pupils work out the numbers on the senior class day program—Class History, Class Poem, etc. Each pupil writes one carefully prepared theme each week and gives one carefully prepared oral theme. (The oral report on one book selected from the Supplementary Book List is, at least, fifteen minutes long.)

**Minimum Essentials:**

1. Careful review is given to the Essentials of all the preceding grades in order to keep the pupils up to the degree of habitual correctness that they have acquired.
2. **Forms of Paragraphs.** The form of paragraphs used in the different kinds of discourse—narration, description, exposition, argumentation—is taught. Clippinger—Book II—passim, Hotchkiss and Drew, pages 94-101, Genung's rhetorics-passim.
3. **Spelling.** The time for spelling in this grade is five minutes each day. The spelling is taught Tuesday, Wednesday, Thursday, Friday. The meaning of five words is taught Tuesday, and the spelling of these words is taught on Wednesday; the meaning of five new words is taught on Thursday and the spelling on Friday. The words are tested on Monday. The following list of words is the list taught. To this list, however, must be added at least thirty words often misspelt by the pupils in history, science or mathematics tests.

thermometer	discriminate	anticipating	eligible
generosity	perpendicular	accompanying	fascinating
asparagus	inauguration	international	subpoena
ambulance	horizontal	hereditary	exponent
garage	petroleum	coincide	derivation
affirmative	mileage	magnetism	apostrophe
negative	diameter	interference	inaccessible
polygon	surveyor	bulletin	perceptible
dramatize	comfortably	receipted	inaudible
indelible	semiannually	experiment	equivalent
asphalt	cancelled	emulsion	granary

antitoxin	disturbance	fermentation	nostrils
disinfectant	bookkeeper	illiterate	auxiliary
magnitude	all right	endeavor	secondary
naphtha	prairie	prior	diminutive
encampment	diminished	specimens	mysterious
transportation	countenance	politician	commodity
experiment	accidentally	essentials	promenade
millionaire	corollary	ellipse	bonus
continually	souvenir	extravagance	develop
enthusiasm	catalog	jurisdiction	entitled
statistics	deteriorate	speculate	available
dyeing	minimum	handkerchief	cemetery
responsibility	mercenary	communicate	occurred

The Individual Method is used in the teaching of spelling. The division of the words between syllables, at the ends of lines, is brought before the pupils.

### System of Marking:

In order to make a grade of—

D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;

C—a pupil may not make more than two mistakes on a page of written work or in an oral recitation;

B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;

A—a pupil may not make any mistakes on a page of written work or in an oral recitation.

(If a theme is more than one page long, the grade may be the average of all the pages.)

### Literature.

#### Textbooks:

Required, The Tale of Two Cities—during the first nine weeks of the semester; Sir Roger de Coverley Papers—during the second nine weeks of the semester.

#### Supplementary.

Title	Author	Publisher
Ben Blair.....	Lillibridge.....	A. L. Burt Co.
Ben-Hur.....	Wallace.....	Harper & Co.
Captain of the Grey Horse Troop.....	Connor.....	Grosset & Dunlap Co.
Casting Away of Mrs. Leeke and Mrs. Aleshine.....	Stockton.....	A. L. Burt Co.
Corporal Cameron.....	Connor.....	Grosset & Dunlap Co.
Franck's Journey Around the World.....	Franck.....	Century Company
Hugh Wynne.....	Mitchell.....	Bobbs-Merrill Co.
In Ole Virginia.....	Page.....	Chas. Scribner's Sons
Prescott of Saskatchewan.....	Bindloss.....	Grosset & Dunlap Co.
Queed.....	Harrison.....	Grosset & Dunlap Co.
That Printer of Udell's.....	Wright.....	A. L. Burt Co.
The Crisis.....	Churchill.....	Macmillan Co.
The Doctor.....	Connor.....	Grosset & Dunlap Co.
The Conquest of Cannan.....	Tarkington.....	Grosset & Dunlap Co.
The Gentleman from Indiana.....	Tarkington.....	Grosset & Dunlap Co.

Title	Author	Publisher
The Hoosier Schoolmaster.....	Eggleston.....	Grosset & Dunlap Co.
The Last of the Mohicans.....	Cooper.....	Harper & Bros.
The Little Shepherd of Kingdom Come .....	Fox.....	Grosset & Dunlap Co.
The Long Portage.....	Bindloss.....	Grosset & Dunlap Co.
The Marble Faun.....	Hawthorne.....	A. L. Burt Co.
The Prince of India.....	Wallace.....	Harper & Bros.
The Prospector.....	Connor.....	Macmillan Co.
The Rise of Silas Lapham.....	Howell.....	Grosset & Dunlap Co.
The Scarlet Letter.....	Hawthorne.....	A. L. Burt Co.
The Spoilers.....	Beach.....	A. L. Burt Co.
The Spy.....	Cooper.....	Grosset & Dunlap Co.
The Winning of Barbara Worth.....	Wright.....	Grosset & Dunlap Co.
Three Weeks in the British Isles.....	Heggenbothan .....	Reilly
To Have and to Hold.....	Johnson.....	Houghton Mifflin Co.
Tom Grogan.....	Hopkinson Smith.....	Donahue
V. V's Eyes.....	Harrison.....	Grosset & Dunlap Co.
Winston of the Prairie.....	Bindloss.....	Grosset & Dunlap Co.
Me Smith.....	Lockwood.....	Grosset & Dunlap Co.
The Fair God.....	Wallace.....	Harper & Bros.

### Time.

The required books in literature are taught two days a week—Tuesday and Thursday. These books are studied carefully. The books on the supplementary list are not studied; they furnish the material for the extensive reading. Each pupil reads one of these during the semester and makes an oral report on it before his class.

### System of Marking.

The work done by the pupils in the required reading is marked on test questions that are worded so as to force answers that are either right or wrong and may be, therefore, definitely marked. The work done by the pupils in the supplementary reading is marked according to the teacher's judgment of its value. If any pupil makes no report his grade is limited at the end of the semester to D.

### Make Up of Semester Grade.

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester grade.

OUTLINE OF SEMESTER'S WORK  
FOR  
ELEVEN B GRADE (ENG. IX)

**Composition—Oral and Written.**

**Textbooks: Commercial—**

**Required,** Smith and Mayne—Commercial English—during the entire semester.

**References for Pupils,** Hill's Beginnings of Rhetoric, Brooks and Hubbard's Composition and Rhetoric, Canby and Opdycke, Starch—Advertising, Opdycke—Advertising and Selling Practice.

**References for Teachers,** Hill's Beginnings of Rhetoric, Brooks and Hubbard's Composition and Rhetoric, Canby and Opdycke, Genung's Practical Elements of Rhetoric, Genung's Working Principles of Rhetoric.

**Textbooks: Debate—**

**Required,** Foster's Argumentation—during the entire semester.

**References for Pupils,** Brewer's Oral English.

**References for Teachers,** Brewer's Oral English, Baker and Huntington's Argumentation.

**Textbooks: Journalism—**

**Required,** Huff's A Laboratory Manual for Journalism in High School—during the entire semester.

**References for Pupils,** Bleyer's Newspaper Writing and Editing, Bleyer's Special Feature Articles, Given's Making a Newspaper, Harrington and Frankenberg's Essentials in Journalism, Opdycke's News, Ads and Sales, Ross' The Writing of News, Spencer's News Writing, Dillon's Journalism in High School.

**Textbooks: Magazine—**

**Required,** The Geographic Magazine—during the entire semester.

**References for Pupils,** Hitchcock and Drew's Rhetoric.

**References for Teachers,** The Genung rhetorics above.

**Time.**

**Commercial and Magazine.** In these classes composition is taught three days a week—Monday, Wednesday, Friday. The material for composition is taken from the experience of the pupils and is presented by means of projects. In the commercial class, the project centers on advertising. The school plays, the athletic events, the assembly programs afford much material for practice. In the magazine classes the project centers on the interesting features of Muskogee and the surrounding country. Muskogee is in the midst of a wealth of historical and geographical material. Each pupil writes one carefully prepared theme each week and gives one carefully prepared oral theme. (The oral report on one book from the Supplementary Book List is not shorter than ten minutes.

**Debate and Journalism.** In these classes composition is taught daily. The material, more than in any other classes, is taken from the daily life of the pupils, and is handled through splendid projects. In the debate classes the project is the working out of the



State question for debate and the presentation of the working out by teams of picked pupils before state judges. In the journalism classes the project is turning in material worthy of a place in "The Scout" (the school paper). The work in these classes is a splendid training for life.

### Minimum Essentials:

1. Careful review is given to the Essentials of all the preceding grades in order to keep the pupils up to the degree of habitual correctness that they have acquired.
2. Special attention is given to the formation of sentences, to coherence in sentences and paragraphs, and to the element of interest.
3. **Spelling.** In debate and journalism correct spelling is a requirement set by the teachers of these classes for success in the work. It, therefore, is taken care of by the pupils. In commercial and magazine classes five minutes each day are given to the spelling. It is taught Tuesday, Wednesday, Thursday, Friday. The meaning of five words is taught Tuesday; the spelling of these words Wednesday. The meaning of five new words is taught on Thursday; the spelling of these words on Friday. The words are tested on Monday. The following list is the list of words taught. To this list, however, may be added any words often misspelt in the pupil's themes. This list is taken from the pupils' themes and test papers.

consumer	insolvent	competition	Penna.
debtor	deposit	maintenance	Tenn.
twelfth	discount	mercenary	A. M.
arbitration	currency	corruption	P. M.
authorizes	circulate	deteriorate	C. O. D.
compensation	transmitting	agreement	Cr.
commission	fraudulent	denomination	Dr.
parcel-post	negotiable	subsequent	mdse.
constitution	regional	stockholder	bal.
franchise	redeemable	guarantee	e. g.
disturbances	newspaper	promissory	etc.
employment	collection	foreclosure	vs.
occupation	inaccurate	courteous	viz.
establishment	cancelled	arrangement	yr.
financial	duplicate	transient	mo.
commodities	mileage	references	Messrs.
vehicle	consumer	merchandise	La.
consignee	Kans.	copartnership	Via.
location	Okla.	invention	cts.
promissory	Ark.	essential	i.e.
solicits	Ariz.	equivalent	overdue
commercialize	N. Mex.	notifications	partner
intercourse	Neb.	superscription	inspector
bankrupt	Cal.		estimate
liabilities	N. Y.		depreciate

(The Individual Method is used in teaching spelling. The divi-



sion of the words between syllables, at the ends of lines, is brought before the pupils.)

### System of Marking:

In order to make a grade of—

D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;

C—a pupil may not make more than two mistakes on a page of written work or in an oral recitation;

B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;

A—a pupil may not make any mistake on a page of written work or in an oral recitation.

(If a theme is more than one page long, the grade may be the average of all the pages.)

### Literature.

#### Textbooks:

**Required—Commercial and Magazine.** Macbeth—during the entire semester.

**Required—Debate.** Burke's Conciliation Speech—during the entire semester.

#### Supplementary—Commercial.

Title	Author	Publisher
Colonial Folkways.....	M. Andrews.....	In the Chronicles of America by Yale Univ. Press, New Haven.
Dutch and English on the Hudson.....	M. W. Goodwin.....	See Above
Pioneers of the Old South.....	M. Johnson.....	“ “
Washington and His Colleagues.....	H. J. Ford.....	“ “
The Age of Big Business.....	B. J. Hendrick.....	“ “
The Agrarian.....	Solon J. Buck.....	“ “
The American Spirit in Literature.....	Bliss Perry.....	“ “
The Army of Labor.....	S. P. Orth.....	“ “
The Canadian Dominion.....	O. D. Skelton.....	“ “
The Cotton Kingdom.....	Wm. B. Dodd.....	“ “
The Fight for a Free Sea.....	R. D. Paine.....	“ “
The Forty-Niners.....	S. E. White.....	“ “
The Hispanic Nations of the New World .....	W. R. Shepherd.....	“ “
The Masters of Capital.....	J. Moody.....	“ “
The New South.....	H. Thompson.....	“ “
The Old Merchant Marine.....	R. D. Paine.....	“ “
The Passing of the Frontier.....	E. Hough.....	“ “
The Path of Empire.....	E. R. Fish.....	“ “
The Paths of Inland Commerce.....	A. B. Hulbert.....	“ “
The Quaker Colonies.....	S. G. Fisher.....	“ “
The Railroad Builders.....	J. Moody.....	“ “
The Red Man's Continent.....	E. Huntington.....	“ “
The Old Northwest.....	F. A. Ogg.....	“ “
The Boss and the Machine.....	S. P. Orth.....	“ “
Our Foreigners.....	S. P. Orth.....	“ “

## Supplementary—Magazine.

Title	Editor	Publisher
The Atlantic Monthly.....	Ellery Sedgwick.....	Boston
The School Review.....	R. L. Lyman.....	Chi. Univ. Press
The Century.....	T. Frank.....	Union Square, N. Y.
The North American Review.....		9 E. 37th St. New York
The Bookman.....	J. Farrar.....	J. H. Doran, New York
The Theater.....	Edith R. Isaacs.....	381 4th Ave., N.Y.
The Outlook.....	Lyman Abbott.....	Outlook Co.
The School Board Review.....		Wayside, Toronto, Canada
The American.....	J. M. Siddall.....	Crowell Pub. Co. Springfield, Ohio

### Time.

The required books in literature are taught two days a week—Tuesday and Thursday. These books are studied carefully. The books on the supplementary list are not studied; they furnish the material for the extensive reading. Each pupil reads one of these during the semester and makes an oral report on it before his class.

### System of Marking.

The work done by the pupils in the required reading is marked on test questions that are worded so as to force answers that are either right or wrong and may be, therefore, definitely marked. The work done by the pupils in the supplementary reading is marked according to the teacher's judgment of its value. If any pupil makes no report his grade is limited at the end of the semester to D.

### Make Up of Semester Grade.

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester grade.

OUTLINE OF SEMESTER'S WORK  
FOR  
ELEVEN A (ENG. X) GRADE

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**Composition—Oral and Written.**

**Textbooks: Commercial—**

**Required**, Smith and Mayne's Commercial English—during the entire semester.

**References for Pupils**, Hill's Beginnings of Rhetoric, Brooks and Hubbard's Composition and Rhetoric, Canby and Opdycke, Butler and Burd's Commercial Correspondence.

**References for Teachers**, Hill's Beginnings of Rhetoric, Brooks and Hubbard's Composition and Rhetoric, Canby and Opdycke, Genung's Practical Elements of Rhetoric, Genung's Working Principles of Rhetoric.

**Textbooks: Debate—**

**Required**, Foster's Argumentation—during the entire semester.

**References for the Pupils**, Brewer's Oral English, Baker and Huntington's Argumentation.

**References for the Teacher**, Brewer's Oral English, Baker and Huntington's Argumentation.

**Textbooks: Journalism—**

**Required**, Huff's A Laboratory Manual for Journalism in High School—during the entire semester.

**References for Pupils**, Bleyer's Newspaper Writing and Editing, Bleyer's Special Feature Articles, Given's Making a Newspaper, Hall's Writing an Advertisement, Harrington and Frankenberg's Essentials in Journalism, Miller's Practical Composition—Bk II, Lee's History of Journalism, Opdycke's News, Ads, and Sales, Ross' The Writing of News, Spencer's News Writing, Starch's Advertising.

**Textbooks: History of English Literature—**

**Required**, Long's History of English Literature—during the entire semester.

**References for Pupils and Teachers**, Hill's Beginnings of Rhetoric, Miller's Practical Composition—Books I, II, II, IV, Genung's Practical Elements of Rhetoric, Genung's Working Principles of Rhetoric.

**Time:**

**Commercial.** In this class composition is taught three days a week—Monday, Wednesday and Friday. The material for the composition is taken from the experience of the pupils and is presented by means of projects. The projects center around letter writing. The school needs letters to parents in regard to absence of pupils, to tardiness of pupils, and to poor work. These letters may well be handled in this class. Letters of inquiry in town and out of town, letters for different teachers also may well be handled in this class. Each pupil writes one carefully prepared letter each week, and gives one carefully prepared oral recitation. (The oral report on

one book selected from the Supplementary Book list is not shorter than fifteen minutes.)

**Debate and Journalism.** In these classes composition is taught daily. The material, more than in any other classes, is taken from the daily life of the pupils, and is handled through splendid projects. In the debate class the project is the working out of the State question for debate and the presentation of the working out by a team of picked pupils before state judges. In the journalism class the project is the putting out "The Scout," the school paper, each week. The work in these classes is a splendid training for life.

**History of English Literature.** In these classes enough theme work is given to keep the pupils up to the degree of correctness in composition that they had when they entered the class and, if possible, to make the weak pupils strong. There is usually a theme every other week. The oral work is based on the literature studied and is daily work. (The oral report on one book selected from the Supplementary Book List is not shorter than fifteen minutes.)

#### Minimum Essentials:

1. Careful review is given to the Essentials of all the preceding grades in order to keep the pupils up to the degree of habitual correctness that they have acquired.
2. Special attention is given to the special ability each pupil manifests in order to give the pupil practice in his or her particular line.
3. **Spelling.** In debate and journalism, correct spelling is a requirement set by the teachers of these classes for success in the work. It, therefore, is taken care of by the pupils. In commercial and literature classes five minutes each day are given to the spelling. It is taught Tuesday, Wednesday, Thursday and Friday. The meaning of five words is taught Tuesday; the spelling Wednesday. The meaning of five new words is taught Thursday; the spelling Friday. The words are tested Monday. The following list of words is taught. It is made up of the most often misspelt words taken from the pupils' themes and test papers. To this list, however, must be added at least thirty words often misspelt by the pupils in history, science and mathematics.

Miss.	N. Dak.	D. C.	B/L
Mass.	conference	Col.	cat.
Mt.	Gov.	development	expenditure
economics	C. O. D.	industrial	MSS.
corporation	Disct.	L/C	cts.
Fla.	unattainable	dependability	overlapping
S. C.	achievement	reinforcement	symmetrical
Wash.	allowance	gasoline	vibration
Mo.	underwriters	combination	cartoon
Ore.	transmission	travelling	cement
dynamics	remarkably	winning	assortment
Mich.	detachable	automatic	bibliography
@	consumption	dominant	overlapping
lb.	combustion	determined	adapted



applying	distortion	assurance	primarily
statistical	modification	destruction	friction
per cent	skeleton	lubrication	anthology
Supt.	mosquitoes	woolen	ambitious
disturbances	accumulate	durable	pron.
scientifically	complaints	virtually	Southwest
fascination	equipped	northwest	benefit
luxurious	franchise	indiscriminate	infringement
Fla.	patronage	prosecuted	guaranteed
Conn.	disinfectant	conception	adjustable
simplified	uniformity	comprehensive	appointment

The spelling of the full name is taught as well as the abbreviation. (The Individual Method is used in the teaching of the spelling. The division of the words between the syllables, at the ends of the lines, is brought before the pupils.)

### System of Marking.

In order to make a grade of—

D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;

C—a pupil may not make more than two mistakes on a page of written work or in an oral recitation;

B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;

A—a pupil may not make any mistake on a page of written work or in an oral recitation.

(If a theme is more than one page in length, the grade may be the average of all the pages.)

### Literature.

#### Textbooks:

**Required — Commercial and History of English Literature.**

L'Allegro and Il Penseroso—during the entire semester.

**Textbooks: Debate**—Burke's Conciliation.

**Supplementary**—Commercial, and History of English Literature.

Title	Author	Publisher
The Abbott.....	Scott .....	Crowell
Anne of Geierstein.....	Scott .....	Black
The Antiquary.....	Scott .....	Black
Bride of Lammermoor.....	Scott .....	Black
Fair Maid of Perth.....	Scott .....	Black
Fortunes of Nigel.....	Scott .....	Black
Guy Mannering.....	Scott .....	Black
Kenilworth .....	Scott .....	Black
The Monastery.....	Scott .....	Black
Old Mortality .....	Scott .....	Black
Peveril of the Peak.....	Scott .....	Black
Redgauntlet .....	Scott .....	Black
Rob Roy .....	Scott .....	Black
The Talisman.....	Scott .....	Black
Waverly .....	Scott .....	Black
Woodstock .....	Scott .....	Black



Title	Author	Publisher
Oliver Twist .....	Dickens.....	Houghton Mifflin Co.
Barnaby Rudge .....	Dickens .....	Chapman
Bleak House .....	Dickens .....	Chapman
David Copperfield .....	Dickens .....	Chapman
Dombey and Son.....	Dickens .....	Chapman
Little Dorrit.....	Dickens .....	Chapman
Martin Chuzzlewit.....	Dickens .....	Chapman
Nicholas Nickleby .....	Dickens .....	Chapman
Old Curiosity Shop.....	Dickens .....	Chapman
Our Mutual Friend.....	Dickens .....	Chapman
Tale of Two Cities.....	Dickens .....	Chapman

### Time.

**Commercial and History of Eng. Lit.** The work done by the pupils in the Commercial classes in the required reading is taught two days a week, Tuesday and Thursday. These books are studied carefully. The work done in the History of English Literature is taught three days a week—Monday, Wednesday and Friday. The books on the supplementary list are not studied; they furnish the material for the extensive reading. Each pupil reads one of these during the semester and makes an oral report on it before the class.

**Debate.** The required books in literature are taught two days a week on an average, Tuesday and Thursday. The time is not followed closely; the classic is used when the work of the pupil makes its use necessary. There is no supplementary book list. The work ranges over magazines, government report, newspapers, books, etc. Hours of close reading are necessary on the part of the teacher and the class.

**Journalism.** There is no required reading book list and no classic for the class. The work of the class is practice for the paper at all times.

### System of Marking.

The work done by the pupils in the required reading list is marked on test questions that are so worded as to force answers that are right or wrong and may be, therefore, definitely marked. The work done by the pupils in the supplementary reading is marked according to the teacher's judgment of its value. If any pupil makes no report his grade is limited at the end of the semester to D.

### Make Up of Semester Grade.

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester grade.

OUTLINE OF SEMESTER'S WORK  
FOR  
TWELVE B (ENG. XI) GRADE

**Composition—Oral and Written.**

**Textbooks: Debate—**

**Required,** Foster's Argumentation during the entire semester.

**References for the Pupils,** Brewer's Oral English, Baker and Huntington's Argumentation.

**References for the Teacher,** Brewer's Oral English, Baker and Huntington's Argumentation.

**Textbooks: Journalism—**

**Required,** Huff's A Laboratory Manual for Journalism in High School—during the entire semester.

**References for Pupils,** Bleyer's Newspaper Writing and Editing, Given's Making a Newspaper, Hall's Writing an Advertisement, Harrington and Frankenberg's Essentials in Journalism, Lee's History of American Journalism, Miller's Practical Composition, Book II, Opdycke's News, Ads and Sales, Ross' The Writing of News, Spencer's News Writing.

**Time: Debate and Journalism.**

In these classes composition is taught five days a week. The material, more than in other classes, is taken from the daily life of the pupils, and is handled through splendid projects. In the debate class the project is the working out of the State question for debate and the presentation of the working out by a team of picked pupils before state judges. In the journalism class the project is the putting out of "The Scout," the weekly paper of the school, "The Chieftain," the school annual, and the school "Handbook."

**Minimum Essentials: Debate and Journalism.**

1. Review, through the work covered, of the Essentials of all the preceding grades is given in order to keep the pupils up to the degree of habitual correctness that they have acquired.
2. Special attention is given to the special ability each pupil manifests in order to give the pupils practice in his or her particular "line."

**System of Marking:**

In order to make a grade of—

D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;

C—a pupil may not make more than two mistakes on a page of written work or in an oral recitation;

B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;

A—a pupil may not make any mistake on a page of written work or in an oral recitation.

(If a theme is more than one page long, the grade may be the average of all the pages.)

## Literature.

### Textbooks: Debate.

Required, Burke's Conciliation.

### Time:

**Debate.** The required book in literature is taught two days a week on an average, Tuesday and Thursday. The time is not followed closely; the classic is used when the work of the pupils makes its use necessary. There is no supplementary book list; the work ranges over magazines, government reports, newspapers, books, etc., etc. Hours of reading are necessary on the part of the pupils and the teacher.

**Journalism.** There is no classic or required book list for this class. The work of the class is practice for the papers at all times.

### System of Marking:

The work done by the pupils in the required reading list is marked on test questions that are worded so as to force answers that are right or wrong and may be, therefore, definitely marked.

### Make Up of Semester Grade.

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The Literature average during the semester shall constitute one-fourth of the semester grade.
- III. The teacher's estimate of student's ability shall constitute one-fourth of the semester grade.

OUTLINE OF SEMESTER'S WORK  
FOR  
TWELVE A GRADE (ENG. XII.)

**Composition—Oral and Written.**

**Textbooks—Drama, History of American Literature, Oratory.**

**References for Pupils.** Hill's Beginnings of Rhetoric, Brooks and Hubbard's Composition and Rhetoric, Genung's Working Principles of Rhetoric, Genung's Practical Elements of Rhetoric, Manly and Rickert's Rhetoric.

**References for Teachers.** The above rhetorics, and Edgar's A Minimum Course in Rhetoric.

**Time:**

**Drama.** In this class a theme of not less than three hundred words is required once in four weeks. The material for this theme is taken from the literature under study. The weeks preceding the theme are used for the selection of subject, the gathering of material, and the drawing of an outline. The oral theme work is done in class in answer to questions that are so worded as to make necessary the organization of large bodies of material. The general line of the work leads to the writing of a play based on a standard short story, Wee Willie Winkie, Luck of Roaring Camp, etc.

**History of American Literature.** In this class a theme of not less than three hundred words is required once in three weeks. The material for this theme is taken from the literature under study. The weeks preceding the theme are used for the selection of subject, the amassing of material, and the drawing of an outline. The oral theme work is done in class in answer to questions so worded as to make necessary the organization of large bodies of material. The general line of work leads to the Contest in Composition held at the University of Oklahoma in April each year.

**Oratory.** In this class no written theme work is required; any written work done is for practice only to keep the skill in fundamental principles. The oral work is the presentation through slow detailed study, of Washington's Farewell Address and one standard oration selected by each pupil. The following points are steps in the "slow detailed study:" memorizing a paragraph, grouping the words of the paragraph in thought phrases, emphasizing principal word of each phrase, acquiring a clear, careful enunciation of letters, and ease of manner before an audience. Each pupil recites three times a week.

**Minimum Essentials:**

Careful review is given, in all the XII classes, over all the preceding work in the Essentials in order to keep the pupils up to the degree of habitual correctness that they have acquired.

**System of Marking:**

**Drama and History of American Literature.** In order to make a grade of—



- D—a pupil may not make more than three mistakes on a page of written work or in an oral recitation;  
 C—a pupil may not make more than two mistakes on a page of written work or in an oral recitation;  
 B—a pupil may not make more than one mistake on a page of written work or in an oral recitation;  
 A—a pupil may not make any mistake on a page of written work or in an oral recitation.

## Literature.

### Textbooks:

**Required: Drama**—Milton's Paradise Lost, Shakespeare's Hamlet and Twelfth Night.

### Textbooks: History of American Literature—

Pace's History of American Literature.

### Textbooks: Oratory—

Washington's Farewell Address.

**Library Books Required: Drama**—The Blue Bird by Maeterlinck, Zangwill's The Melting Pot.

### Library Books Required—History of American Literature:

Poe's MSS, Found in a Bottle, The Fall of the House of Usher, William Wilson, The Murders in the Rue Morgue, A Descent into the maelstrom, The Masque of the Red Death, The Pit and the Pendulum, The Tell-Tale Heart, The Gold Bug, The Black Cat, The Purloined Letter, the Cask of Amontillado, Hawthorne's The Gray Champion, The Minister's Black Veil, The Hollow in the Hills, Dr. Heidegger's Experiment, the Ambitious Guest, The Birthmark, Young Goodman Brown, Rappicini's Daughter, The Celestial Railroad, Feathertop, A Moralized Legend, The Snow Image, The Great Stone Face, Ethan Brand, Wakefield, Lady Eleanore's Mantle, one long story of Hawthorne's, Wilkin's Revolt of Mother, Page's Mars' Chan, Harte's Luck of Roaring Camp, London's Call of the Wild, Van Dyke's The Other Wise Man, The Lynching from "The Virginian," The Chariot Race from "Ben-Hur," O. Henry's Whirligig of Life.

### Supplementary—Drama:

Title	Author	Publisher
The Blue Bird—to be read by all.....	M. Maeterlinck.....	Dodd, Mead & Co.
The Melting Pot—to be read by all.....	I. Zangwill.....	Macmillan & Co.
Chantecler .....	Rostand.....	Duffield & Co.
Everywoman .....	W. Browne.....	H. R. Fly & Co.
Justice .....	Galsworthy.....	Chas. Scribner's Sons
Land of Heart's Desire.....	Yeats.....	Dodd, Mead & Co.
Peter Pan.....	J. M. Barrie.....	Chas. Scribner's Sons
Servant in the House.....	C. R. Kennedy.....	Harper & Bros.
The House of Rimmon.....	H. Van Dyke.....	Chas. Scribner's Sons
The Man from Home.....	B. Tarkington.....	Harper & Bros.
The Rivals.....	Sheridan.....	Oxford Univ. Ass'n



Title	Author	Publisher
The Weaver.....	Hauptman .....	Huebsch
As You Like It.....	Shakespeare.....	Scott, Foresman Co.
Comedy of Errors.....	Shakespeare.....	Scott, Foresman Co.
King Henry IV.....	Shakespeare.....	Scott, Foresman Co.
King Henry V.....	Shakespeare.....	Scott, Foresman Co.
King Lear .....	Shakespeare.....	Scott, Foresman Co.
Midsummer Night's Dream .....	Shakespeare.....	Scott, Foresman Co.
Romeo and Juliet.....	Shakespeare.....	Scott, Foresman Co.
Taming of the Shrew.....	Shakespeare.....	Scott, Foresman Co.
The Tempest .....	Shakespeare.....	Scott, Foresman Co.
Winter's Tale.....	Shakespeare.....	Scott, Foresman Co.
The Return of Peter Grim.....	Belasco.....	Harcourt, Brace & Co.
The Lion and the Mouse.....	Klein.....	Grosset & Dunlap

### Supplementary—History of American Literature:

There is no Supplementary Reading list; the many books read are required.

### Supplementary—Oratory:

There is no Supplementary reading list; the books are required.

### Time.

**Drama.** The time in this class is not definitely divided between the composition and the literature; approximately three days a week are given to the study of literature. The plays are read first for content and then studied scene by scene in order to trace the complicating action, to determine the strength and appropriateness of the climax and to trace the falling action. Last a complete study is made of the characters and the unity of the parts played, the appropriateness of the setting and the dramatic purpose of the emphatic scenes. The above study prepares the pupils for the working out of the composition outlined under Composition and makes possible the dramatization of the short story by them.

**History of American Literature.** In this class four days a week are given to the study of literature, one to the History of American Literature, three to the study of the stories.

**Oratory.** In this class five days a week are given to the memorizing and presentation of orations named in the required work.

### System of Marking.

**Drama.** The work done by the pupils in the required reading list is marked on test questions that are so worded as to force answers that are right or wrong and may be, therefore, definitely marked. The work done by the pupils in the supplementary reading list is marked according to the teacher's judgment of its value. If any pupil makes no report on a story from the supplementary list his grade is limited at the end of the semester to D.

**History of American Literature.** The work done by the pupils in the required reading is marked on test questions that are so

worded as to force answers that are right or wrong and may, therefore, be definitely marked.

**Oratory.** The work done in this class is marked on the presentation. The first presentation of an assignment is marked on the memory work; the second on the phrasing of the material and memory work; the third on the emphasis placed on the important word in each phrase, (this includes the selection of the important word) the phrasing of the material and the memory work; etc.

#### **Make Up of Semester Grade.**

- I. The Composition average during the semester shall constitute one-half of the semester grade.
- II. The average of the required literature tests shall constitute one-fourth of the semester's grade;
- III. The teacher's estimate of the value of the daily work of the pupil shall constitute one-fourth of the semester grade.

# JUNIOR HIGH EXPRESSION

## OUTLINE OF SEMESTER'S WORK FOR SEVENTH AND EIGHTH GRADES

Each pupil in Junior High School has at least nine weeks of expression.

**Textbooks:** New Science of Elocution by S. S. Howill, Choice Readings by Cumnock, Practical Elocution by Shoemaker, Advanced Elocution by Shoemaker, Elocution and Action, F. Townsend Southwick, and Psychological Development of Expression by Blood & Riley.

### Supplementary Work:

#### Curry's Literary Readers—

Parts from "Courtship of Miles Standish," "Enoch Arden," "Height of Ridiculous."

#### Everyday Classics, 8th Grade—

Stories of "Roland and His Horn," "Treasure Island," "Story of Ruth."

#### Readings such as—

"Lochinvar," "Counting Eggs," "Billy Miller's Circus Show," "Rhyme of Dorothy Rose," "If you knew how funny you looked," "Try Smiling," "When de Folks is Gone," "Our Dog and Sister's Beau," "Almost beyond Endurance."

#### Aims:

1. To secure a good standing and sitting posture.
2. To be able to deliver well a few readings and talks.
3. To pronounce and articulate well.
4. To aid pupils to overcome the feelings of embarrassment and self-consciousness.
5. To increase the rate and comprehension in reading.

#### 7B and 7A Grades.

The work in these grades must be a beginning for something higher. It must be of such a character as not only to interest the students, but to inspire and help them. The pupils must be lead to wish for better speech and poise through a channel of attractiveness in the work rather than from a system of drills.

#### Exercises.

Pupils must be given exercises of all kinds but there must be an incentive to make the students work with the drills. A little method of arousing enthusiasm for the breathing exercises, which are so essential, is to take the chest expansion of each child at the beginning of the course, and again at the close of the course in order to see what development has been made. Much stress is given to the standing positions of the pupils. After giving several exercises for straightening shoulders, each pupil is allowed to criticise any other student, who is reciting at any time, on his or her posture. This criticism encourages all stu-

dents to stand properly and correctly. The desire for leadership which is dominant in this age pupil aids each one to work diligently.

### **Readings.**

Self-consciousness and embarrassment will retard students very quickly, therefore, the first few days are given to working out of two or three simple readings and good talks. This work gives a feeling of freedom, with which to carry on the harder work. Readings are assigned about once in each two weeks after the first week or two.

### **8B and BA Exercises.**

The students of this age are very keen to appear before others. A great many vocal exercises are given here to improve the pronunciation, enunciation and articulation of the students. Drills on words that are frequently mispronounced are given at least twice each week. Breathing and calisthenics exercises are given for twenty to thirty minutes once or twice each week. There can be no slack in exercises with this age pupil.

### **Memory Work and Readings.**

Less memory work is given in this course, but more reading from classics and stories. From the reading of stories, not only will pronunciation, articulation and facial expression be improved, but also the reading rate and comprehension of each individual student is strengthened.

### **Inflection, Pitch, Rate and Facial Expression.**

In these classes pupils are taught the inflection of the voice, the pitch of the voice and the rate of reading. The fact that students know about these factors of Expression will lead them to be more observing, both of themselves and of others. This class is a good place to begin teaching the different expressions of the face, particularly of the eyes, and the different movements of the head and hands. The students work out their own illustrations for each feeling and movement. For example in the study of the eyes, they notice that eyes widen in joy and surprise. One child illustrated joy and surprise through this expression, "Oh, it can't be true that I shall be queen!" For one movement of the hand, such sentences as "Take this chair," "How beautiful the flag is to-day," etc., were given.

### **Dramatization.**

Further facial exercises are developed in selections from stories that may be dramatized. These are taken from some scene with which the pupils are familiar.

For a complete semester's work, all the preceding lessons should be given with the following lessons.

### **Dramatization and Pantomiming.**

Three weeks in dramatization and pantomiming greatly help the poise and movement of all the pupils. They especially aid the larger students who feel awkward and ill at ease. "Lochinvar" is a good selection to begin with. This may be either pantomimed or dramatized. For a pantomime, "Curfew shall not ring to-

night" is very good. These may be arranged so as to use a third or half of the students in the class.

### Original Work in Groups.

For original work in groups the class is divided into three groups and each group works out a selection to be given before the rest of the class. Students are very eager to "show off" before others.

### Story Telling.

Stories told are delivered as if they are a reality. All parts are so colored that the listeners feel as if they are taking a part in the story. With the preceding work as a good foundation, students are able to become interesting narrators.

### Selection of Stories.

A few fables and very short stories are good to begin with. Later each child tells one long story not to be less than five minutes nor more than ten in length. Such stories as "King of the Golden River," "Sella," "Sohrob and Rustom," "Why the Chimes Rang," Pickwick adventures suit this age student well.

One original story is written and delivered by each pupil. There is a requirement of conversation from at least four characters.

Following this work a strong review of all exercises is advisable. Not only all old ones, but many new ones are introduced.

### Notebooks.

Very complete notebooks are kept by each pupil. An 8B or 8A student has outlines on all the following topics.

- I. A correct standing position helps: (outline.)
- II. Conversation—
  1. Outline.
  2. Given conversation between two persons to memorize.
  3. Work out original conversation between two persons and memorize.
- III. "Action speaks louder than words."
  1. Movements of the head.
  2. Movements of the hands.
  3. Movements of the shoulders.
- IV. Expression of the face.

Eyes, mouth, forehead and eyebrows. Eyes worked out very completely, showing all emotions and feeling expressed through the eyes. (Outline form.)
- V. **Inflection of the voice**—(outline form.) Several single words are taken to show different feelings given with one word.

Well { consent  
question  
sarcasm  
surprise  
joy  
anger  
doubt

No { question  
negation  
negation (positive)  
negation (angry)  
uncertainty  
surprise  
sarcasm



- VI. Pitch—(Outline form.)
- VII. Rate—(Outline form.)
- VIII. Dramatization and Pantomiming—(Outline.)
- IX. Original story.

### Pronunciation.

Diacritical markings (given at beginning of course) taught here.

Words frequently mispronounced drilled on. A few are:

of	water	duty	Mrs.
from	magazine	absolutely	bouquet
was	duke	multiplication	aerial

Many methods used. Best are the exercises such as:

### Articulation.

1. Eight great gray geese grazing gaily into Greece.
2. Amos Ames the amiable a er o naut, aided in an aerial enter prise, at the age of eighty eight.
3. What whim led white Whitn to whittle, whistle, whisper and whimper near the wharf, when a floundering whale might whirl and wheel?

About fifteen of these exercises are mastered.

# SENIOR HIGH SCHOOL

## OUTLINE OF SEMESTER'S WORK FOR EXPRESSION I.

### Theory and Technique.

#### Textbooks:

**Required.** Southwick, Elocution and Action, during entire semester.

**Notebooks,** Compiled by students and containing supplementary notes on theory, drill work, and project work done by each pupil.

**References for Teacher,** Phillips, Natural Drills in Expression; Shoemaker, Advanced Elocution and Practical Elocution; Stratton, Public Speaking; Cumnock, Choice Readings; Werner, Pantomime.

#### Time:

Readings by pupils are delivered three days a week, Monday, Tuesday and Wednesday. Selections thus prepared are used in club and assembly programs. The other two days are use for theory and drill work and analyzing readings.

#### Minimum Essentials:

1. Systematic drill work in voice and gesture work to secure relaxation and flexibility of all parts of the body.
2. The fundamentals of phrasing, emphasis, enunciation and animation.
3. Character placing and interpretation.

#### Scheme of Marking:

In order to make a grade of

D—a pupil must deliver four readings of approximately five minutes in length, memorized after one reading in class. All previous corrections are to be incorporated in selection as finally accepted. Correct grouping, pronunciation and a moderate rate are required.

C—In addition to requirements of a "D" grade, clear enunciation, some character distinction and interpretation of author's purpose and a good stage presence are necessary for this grade.

B—In addition to above requirements the pupil shall present clear character distinction, impersonation, and appreciation and ability to interpret the author's viewpoint.

A—In addition to all above mentioned requirements the pupil must show a varied emotional ability, a flexible voice, ease in gesture and appreciation of dramatic situation.

#### Reference Work:

The selections used by pupils shall be chosen from standard writers and publications. References in the library include:

Werner's—Readings and Recitations.

Shoemaker—Best Selections—100 Choice Selections.

Cumnock—Choice Selections.

Clark—Handbook of Best Readings.

**SENIOR HIGH SCHOOL**  

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**OUTLINE OF SEMESTER'S WORK**  
**FOR**  
**EXPRESSION II.**  

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**Theory.**

**Textbooks:**

**Required.** No textbooks are required in this course but each pupil keeps a notebook containing notes and lectures, drill-work and theory given in class.

**References.** For both pupil and teacher the books listed under Expression I are used as references.

**Time.**

The work of the week is conducted in the same manner as in the preceding course. Programs and contest readings are prepared in this term's work. From this class readers are drawn for both school and city organizations.

**Minimum Essentials.**

1. In addition to the requirements for Expression I this course shall require ability to pantomime entire situations or stories.
2. The pupil must be able to deliver oral or original stories.
3. All dramatic readings must show clear impersonation and character development and a sympathetic interpretation of author's purpose.
4. The pupil must be able to handle the simpler dialects.
5. An easy stage presence and the ability to control situations when reading in public are essential.

**Scheme of Marking.**

This is the same as in Expression I. The readings are increased in length and difficulty over those used in the preceding course.

## OUTLINE FOR DRAMATICS: JUNIOR AND SENIOR CLASS PLAYS

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### **Textbooks.**

**Required.** Each pupil shall keep a notebook filled regularly for correction. No regular textbook is used in class.

**References.** The Modern Theatre, Moderwell; Modern One Act Plays, Cohan; Plays for Classroom Interpretation, Knickerbocker; Fifty Contemporary One Act Plays, Shay and Loving.

### **Time.**

Three days each week are given over wholly to rehearsal of plays, two days a week to class reports and discussion. The class plays are prepared during this period and represent the polished work for the semester.

### **Minimum Essentials:**

1. A working knowledge of stage terms and principles of acting.
2. A working knowledge of grouping, costuming, lighting as dramatic forces.
3. An intimate acquaintance with modern playwrights of note and their plays.
4. A weekly written report on standard plays.
5. A term paper of five hundred words, net, on subject assigned.

### **Scheme of Marking.**

The accuracy of the reports and the estimated value must be decided by the instructor. At least ten reports shall be required for a passing grade in this course.

## INDEX

---

- Classics,  
  Junior High School, 6, 10, 13, 17, 20, 23.  
  Senior High School, 26, 30, 34, 38, 43.  
  System of Marking, 7, 10, 14, 18, 21, 24, 27, 31, 35, 39, 41, 44.  
  Time, 7, 10, 14, 18, 21, 24, 27, 31, 35, 39, 41, 44.
- Composition, Time, 4, 8, 11, 15, 19, 22, 25, 29, 32, 36, 40, 42.
- Expression, 46, 52.
- Figures of Speech, 25.
- Grades, 4, 8, 11, 15, 19, 22, 25, 29, 32, 36, 40, 42.
- Minimum Essentials in Composition,  
  Junior High School, 4, 8, 11, 15, 19, 22  
  Senior High School, 25, 29, 33, 37, 40, 42.  
  System of Marking, 5, 9, 12, 17, 20, 23, 26, 30, 34, 38, 40, 42.
- Review, 8, 16, 19, 22, 25, 29, 33, 37, 40, 42.
- Outline, 4, 19, 22.
- Paragraph,  
  Coherence, 25, 33.  
  Development, 11, 16.  
  Forms, 29.  
  Initial Work, 8.  
  Relation to Outline, 25.
- Pronouns, 18, 11, 16.
- Punctuation, 8, 11, 15.
- Textbooks in Composition,  
  Required, 4, 8, 11, 15, 19, 22, 25, 29, 32, 36, 40, 42.  
  Reference, 4, 8, 11, 15, 22, 25, 29, 32, 36, 40, 42.
- Semester Grade,  
  Junior High School, 7, 10, 14, 18, 21, 24.  
  Senior High School, 28, 31, 35, 39, 41, 45.
- Sentence,  
  Coherence, 25, 33.  
  Forms, 33.  
  Unity, 8, 11, 15.  
  Variety in Structure, 19, 22.
- Spelling,  
  Plan, 4, 8, 12, 16, 19, 22, 25, 29, 33, 37.  
  Word Lists, 5, 9, 12, 16, 20, 23, 26, 29, 33, 37.
- Verbs, 4, 8, 11.





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